**EDUCATIONAL LEADERSHIP: MANAGING YOUR SCHOOL GUIDES**

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**The Secondary Principals’ Annual Calendar**

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**Overview**

There are five goals for educational leadership outlined in *Kiwi Leadership for Principals* (KLP):

* improve outcomes for all students, with particular focus on Maori and Pasifika
* create the conditions for effective teaching and learning
* develop and maintain schools as learning organisations
* make connections and build networks within and beyond their schools
* develop others as leaders.

The size, complexity and changing nature of the goals mean that principals will need to establish priorities and balance competing demands on their time. This calendar will help you to keep a month-by-month overview of what’s ahead so that you can bring coherence to your planning. It has been grouped into sections that cover leadership actions and outcomes.

**IDEAS TO CONSIDER IN ASSOCIATION WITH THE CALENDAR**

1. **Team and group development and performance –** Add to the calendar the actions you take or the outcomes you want that will help strengthen the performance of the teams and groups who drive your school’s learning. These could include teaching as well as administrative and operating systems teams.
2. **Annual plan –** Refer to and make the links between the school’s planning documents, goals and vision as you develop and use the calendar. For example:

* Confirm the school’s strategies, expected outcomes, their timing and scope. Within each strategy identify the known leadership actions/outcomes required and enter them in thecalendar.
* Use Kiwi Leadership for Principals (KLP**)** pp16-17 [Leading Change and Problem Solving](http://www.educationalleaders.govt.nz/Leadership-development/Kiwi-Leadership-for-Principals/Key-Principal-Leadership-Activities#eztoc7781_0_1) and pp18-20 [Areas of Practice](http://www.educationalleaders.govt.nz/Leadership-development/Kiwi-Leadership-for-Principals/Areas-of-Practice) to confirm the qualities, knowledge and skills you are applying. This helps confirm actions to take about your learning needs as important parts of the calendar.
* Add all the actions/outcomes you want/need regarding [Partnerships and Networks](http://www.educationalleaders.govt.nz/Leadership-development/Kiwi-Leadership-for-Principals/Areas-of-Practice#eztoc7808_0_4), [Pedagogy](http://www.educationalleaders.govt.nz/Leadership-development/Kiwi-Leadership-for-Principals/Areas-of-Practice#eztoc7808_0_2), [Systems](http://www.educationalleaders.govt.nz/Leadership-development/Kiwi-Leadership-for-Principals/Areas-of-Practice#eztoc7808_0_3) and [Culture](http://www.educationalleaders.govt.nz/Leadership-development/Kiwi-Leadership-for-Principals/Areas-of-Practice#eztoc7808_0_1) and give them your own best timings.
* Confirm your calendar connects you with the teams and groups in the school who are implementing the annual plan.

1. **Review and plan ahead for the strategic timings and consequent actions for the calendar.** Set up at least four calendar review times through the year. Ideally these look ahead for the next term:

* Year ahead and term 1 – complete in November-December
* Term 2 – before the end of Term 1
* Term 3 – before the end of Term 2
* Term 4 – before the end of term 3
* Establish a regular review forward of what is coming (weekly, monthly) and re-prioritise as change occurs.
* Many principals use electronic calendars either in Outlook or i-calendar. (Time spent in mastering them allows you to link actions closely with both time and background information held in computer files and folders, such as data.)

1. **Synchronize this calendar with the school events calendar –** Review them with your leadership team, secretary and bursar to ensure delegation and timings are checked and confirmed. Be alert for other important actions that emerge – change happens! Shift tasks to suit your context.
2. **Confirm time for your leadership learning**.
3. **Block in appointments with yourself** and other staff to attend to tasks that require in-depth thought, analysis and preparation.

# Term One

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| **January** | **February** | **March** |
| **1. Do a calendar review** of strategic timings and related actions. Repeat in April, late June, mid-September and late November.  **2. Take “introduction to the year” sessions** with all in-school teams and groups.  These sessions ensure all are ready to apply the school annual plan and associated action plans.  **3. Teams and systems being ready for the year means:**   * staff and student placements are finalised * professional development programme are confirmed and aligned with the school’s annual plan * orientation for new staff in place * key school dates like camp are confirmed for year * school is cleaned and organised for staff * resourcing and equipment are finalised for year * systems in place to add in last year’s NCEA results to achievement data * achievement data for Junior School is analysed and available and a system in place for gathering of relevant data through the year * annual plan is in place with associated achievement goals * ToD planning fits annual plan goals and has some clear direction from you * orientation for new staff is in place * waiting list for enrolment scheme reviewed and further places made available if appropriate * school annual calendar published and in detail for Term One. Should include staff meetings, parents and reporting meetings.   **4. Other considerations:**   * get up to speed with all school achievement initiatives to identify any leadership actions required, e.g. literacy project, Ka Hikitia, Pasifika Education Plan * make sure the school’s curriculum development processes and stages are clear * if new to the school check the previous principal’s computer and the school administrative files to familiarise yourself with “how things are done around here, eg. file arrangement, protocols, email address changes * check the principal’s computer for the Favourites or Bookmark folders and links. There may be relevant weblinks * set up folders to suit your strategies and actions as you require them. * check you can access all internet systems and places you require – e.g. Skype, online banking. | **1. Working with staff:**   * continuous teacher learning identified to meet curriculum needs * job descriptions are set with all staff and appraisal processes are known and in-train.   **2. Effective communication about school progress**:  1.b Maori Achieving as Maori/Celebrating our Bi-cultural heritage   * publish first school newsletter as soon as possible * report to board, staff and community on last year’s result * complete media statement on results before it is requested * use a parents’ meeting for Year 9 students as a basis for confirming school goals and processes * keep confirming your expectations with staff and students. Use school assemblies and staff meetings to set clear view of your leadership.   **3. Data and achievement information:**   * school annual plan shared with community in suitable forums * continue review of achievement data as required by annual plan.   **4. Systems effectiveness:**   * encourage self-review of gearing up the system for the new school year. Look in particular for oversights, e.g. staffing allowances for new teachers and overseas teachers, special allowances for special needs students, links for special needs through community agencies * finalise budget as early as possible and let staff know the overall allocations to departments (best done at end of previous year) * teacher aide hours and responsibilities are agreed and noted * banking staffing is balancing satisfactorily from last year and any demands on the school budget are going to be within budget limits. Ensure someone is checking for incremental dates so these are applied on time * the school has applied for and is using all resources to which it is entitled like ESOL, staffing allowances for new teachers * induction of new staff is on going * review 5 Year Property situation and identify any actions required.   1c. Achievement & Ultra-fast broadband  **5. Ako – being a learner**   * Set your own performance agreement and appraisal process with your board chair * set aside time per week to start your own critical inquiry using Educational Leaders and the internet – even 15 minutes a week is useful. Make the internet your friend.   Actively pursue your inquiry | **1. Working with staff:**  1.a. Special Needs – meeting expectations   * meeting individual learning needs * formative assessments and formative reporting ongoing * teacher learning to meet curriculum needs * principal participating in professional learning * SENCO providing staff with details of student special needs and summaries of any standardised test results * teacher coaching processes under way * walk the school to find out what is going on. Go into classrooms and around the grounds. Listen – you’ll be surprised at what you find out.   **2. Data and achievement information:**   * collect, analyse and report to board on achievement as defined in yearly goals * ensure end of term results are collated for NCEA and added to school data base * collect data, long-term plans and feedback and feed forward on meeting the requirements of NAG 1 and the NZ Curriculum.   **3. Effective communication about school progress**:   * prepare / attend parent / teacher interviews * ensure community is informed about further evolution of curriculum, NCEA, school sport esp. winter programme. * check pending changes in board personnel and sound out new possibilities. BoT AGM will be in May. * devise a system for writing thank you and well done notes to staff and students – try to do about 8-10 per month * HoD reports to the board – ensure there is a means for regular reporting across learning level * continue newsletters * use school website as a means to convey important views of school values in action. * our multi-cultural future   **4. Systems effectiveness:**   * complete 1 March returns for MoE * check SUE report fortnightly and keep on top of staffing usage and banking * monthly checks of school spending with Executive Officer – before board finance meetings * annual report is in place – the variance report should have been prepared in December * last year’s financial records are ready for auditor * coordinate enrolment scheme dates with other schools in the region * ensure school processes for health and safety are in place: e.g. accident book, evacuation plan and practice, building warrant of fitness * continue appraisal processes. |

# Term TWO

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| **April** | **May** | **June** |
| **1. Working with staff:**   * staff professional learning is progressing in tandem with needs identified in appraisal and strategic planning. Participate in this! * teacher learning to meet curriculum need * ensure appraisal/coaching process links between school plans, class and department programmes, pastoral care and health programmes.   **2. Effective communication about school progress:**   * confirm curriculum plans for term: mid-year exams and assessment, data collection and mid-year reports, special focus as defined in school plan etc. * staff are aware of term goals and key dates * provide the forums for discussion and direction on curriculum planning and change for next year. Have this complete for next year’s documentation. * make regular appearances at as many different extra-curricular events as you can. Use them to build links with parents – discuss everything possible with them. * check you are becoming a contributing member of your principal networks – face-to-face, on-line and by phone * try to ensure there is a monthly media statement of significance * have you established effective lines of communication with organisations that staff belong to – PPTA / NZEI? * have you the means to quickly contact School Trustees Association?   1.b Maori Achieving as Maori/Celebrating our Bi-cultural heritage  **3. Systems effectiveness:**   * get out and around the school on the first wet cold day. Are there issues for students and teachers? * early in the month consult with the caretaker about the school heating system about its operation and timing.   **4. Data and achievement information:**   * check essential school records systems are working effectively e.g. attendance records, ENROL, SMS * check you are using data from essential record keeping such as attendance * are there regular means for recognition of student achievement through school assemblies? | **1. Working with staff:**   * continued staff learning - emphasis on school curriculum and teaching practice * continue a pattern of HoDs reporting to the board, or staff socialising with the board * ensure staff appraisal/coaching processes are implemented and results used to improve teaching and learning * repeat your walk about, keep observing and talking about learning. Add in looking at students’ folders and work books. * consider how the school acknowledges student and staff achievement through the year – how effective is it?   our multi-cultural future  **2. Effective communication about school progress:**   * get support staff together to give them feedback on their role in school goals, links to community and to seek suggestions – they like a bit of food too * visit contributing school principals if possible to field questions and give feedback about the transition of students to your school. Link to curriculum requirements. * get strategic about links and communication with the parents and families in your school community – identify the ways you interact with them and how successfully student achievement is shared. What else can be done? * Link this to school review processes – see August.   **3. Systems effectiveness:**   * checking the Five / Ten Year Property Plan and with your board confirm actions for the next year – e.g. capital works? maintenance plan? * confirm enrolment and advertising processes of school for next year * ensure annual report sent to MoE and advise community that it is available for inspection.   1c. Achievement & Ultra-fast broadband  **4. Data and achievement information:**   * use daily attendance records to provide insights to achievement patterns * literacy and numeracy data provides indivualised approaches to learning issues * mid-year achievement data is added to students records and analysed?   **5. Ako – being a learner**   * Remember critical inquiry each week – use Educational Leaders and the internet. Share any progress. Start encouraging others to carry out their own critical inquiry. | **1. Working with staff:**   * use mid-year reports to ascertain student progress and how barriers to learning are being overcome. Use mid-year collection of NCEA internally assessed grades to judge progress * teacher learning to meet curriculum needs * ensure staff appraisal/coaching processes are implemented and undertake appraisals that principal has responsibility for, e.g. senior management staff, administrative staff * take a mid-year look at all achievement initiatives. Identify any leadership actions that are required – resource issues, planning, data analysis * include a mid-year review with the BoT of relevant aspects of any other yearly strategic goals and actions * Repeat your walk about.   **2. Effective communication about school progress:**   * involve board in annual community survey of school effectiveness and gather feedback from community * make a point to praise, with notes or spoken word, about 30 students who have produced reports of distinction * try to ensure there is a monthly media statement of significance.   1.b Maori Achieving as Maori/Celebrating our Bi-cultural heritage  **3. Data and achievement information:**   * undertake biennial community survey on school effectiveness * collect mid-year evaluations of classroom programmes to look at student progress and how barriers to learning are being met (update Class Descriptions).   **4. Ako – being a learner**   * continue own appraisal * encourage staff to follow their own lines of critical inquiry in their areas of responsibility.   Actively pursue your inquiry  **5. Systems effectiveness:**   * Ensure all school documentation is prepared and complete for next year: prospectus, course handbook, website * Check essential school records: * monitoring for building safety certification * accident records * teacher registration and police vetting of all staff * ensure all is in place for qualification entries. |

# Term THREE

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| **July** | **August** | **September** |
| **1. Working with staff:**   * ensure that all staff are aware of term’s goals and key dates * actions for special career education programme(s) are on track. Evidence of student engagement in this is available * seek curriculum progress information in your dealings with HoDs – especially for the junior school.   1.b Maori Achieving as Maori/Celebrating our Bi-cultural heritage  **2. Data and achievement information:**   * encourage teams and groups to make use of mid-year data as a guide to progress and decision making * make use of school-wide data as a means to focus teacher action and inform community   1.a. Special Needs – meeting expectations  **3. Effective communication about school progress:**   * prepare / attend parent/teacher interviews * be alert for any MoE achievement initiatives that are being offered to your district – judge their value for your school * find out about and be involved with school based groups such as past pupils associations, parent support groups such as PTA * ensure processes for enrolment and transitioning of next year’s intake are in place   **4. Systems effectiveness:**   * ensure essential school records and processes are working effectively, e.g. holiday records for support staff, website, building warrant of fitness, cleaning * complete 1 July returns for MoE. Ensure the prediction for next year is as accurate as possible. Check what to do if you need to reduce staffing numbers. (Check Collective Agreement and STA.) * ensure that school systems are in place to start developing next year’s learning structures, e.g. timetable * advertise in newspaper the final enrolment dates for out-of-zone candidates for the enrolment scheme.   **5. Ako – being a learner**   * Continue your weekly learning and looking using the internet * other school website are often a rich source of information.   Actively pursue your inquiry | **1. Working with staff:**   * maintain a flow of self-review. The big issues will be related to presence, engagement and achievement. Link this to board / community actions from last term and to the existing review and appraisal work being done * formative assessment – how is it working? Is it being used for learning decisions?   **2. Ako – being a learner**   * complete a critical inquiry and share it with staff, BOT or parents * with the senior leaders team visit other schools.   Actively pursue your inquiry  **3. Systems effectiveness:**   * collect information from staff about their plans for next year, e.g. leave, resignation * if the roll has fallen and you need to reduce staffing apply the process in accordance with the Collective Agreement * check GMFS is satisfactory and if necessary ask for a re-assessment. If roll is falling ensure the staff reduction processes are understood and applied – check collective agreements for timings etc * ensure the speakers for end of year prize giving are confirmed * ensure sponsors of school prizes are going to provide the support for this year.   1c. Achievement & Ultra-fast broadband | **1. Working with staff:**   * maintain an overview of the matching of student needs with staffing resources and participate in timetable structural decisions * confirm school organisational structures for next year – consult board, staff, community * ensure transition programmes are operating successfully for Year 12 and 13 leavers * ensure final practice exams for NCEA are well run * ensure review processes for this year are producing outcomes and feed them into school wide planning and strategies for next year * identify the worst teaching space in the school and work to improve it.   1.b Maori Achieving as Maori/Celebrating our Bi-cultural heritage  **2. Effective communication about school progress:**   * thanks given to winter sports coaches and supporters of extra-curricular events and activities * have you reviewed the effectiveness of the newsletter? Ask some parents and students for feedback. * continue walking the school. Be seen and involved with the core business teaching and learning.   **3. Ako – being a learner**   * review your roles and participation in principals’ networks. Use this to assess your networking needs for next year * have you a critical inquiry in action? Are you involving others in this type of learning?   **4. Systems effectiveness:**   * establish staffing needs for next year. If required get advertisements into the Gazette . Use the online Gazette and check the other vacancies in your region as well. * check special needs personnel and processes for next year are going to meet school needs, e.g. alternative education arrangements, ORRS * go back to Five Year Property Plan and ensure all is in hand for the coming year.   1c. Achievement & Ultra-fast broadband |

# Term FOUR

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| **October** | **November** | **December** |
| **1. Working with staff:**   * all staff are aware of term’s goals and key dates * begin confirming next year’s learning goals, include professional development programme * ensure end of year appraisal for interviews (review process) hit deadlines * plan for a significant amount of time in the second half of November that is strategic planning in association with other senior staff and the BoT.   1.b Maori Achieving as Maori/Celebrating our Bi-cultural heritage  **2. Systems effectiveness:**   * begin establishing next year’s budget * continue monitoring staffing and advertise and appoint new staff as required * ensure that all Teacher Registration matters are attended to, e.g. registration of PRTs * monitor enrolment scheme waiting list and offer places where available * confirm actions required under banked staffing and tell Payroll in time * confirm with Payroll staff changes so those involved can move smoothly from one school to another.   1c. Achievement & Ultra-fast broadband  **3. Data and achievement information:**   * With board, analyse information collected for school self-review and match available information with the demands of the school planning and reporting programme.   **4. Effective communication about school progress:**   * continue walking the school and talking about student progress * continue the monthly media statements. | **1. Working with staff:**   * ensure completion of staff appraisal/coaching process for year and setting new goals * what do the achievements for this year tell us? What do team members make of them?     **2. Ako – being a learner**   * ensure own appraisal is completed * identify new critical inquiry topics and areas of learning for you and the school.   Actively pursue your inquiry  **3. Systems effectiveness:**   * continue to establish next year’s goals and budget. * ascertain allocation of next year’s SEG/TEFEA grant ensure that resourcing for special needs programme is in place * monitor enrolment scheme waiting list and offer places where available.   **4. Data and achievement information:**   * read/comment upon/sign student reports. Make a fuss of about 30 of distinction * continue collecting and analysing school-wide achievement data in relation to the school’s plan for this year * publish/share school’s self-review findings.   **5. Effective communication about school progress:**   * enjoy the school prize givings and make sure you provide important messages about school goals and achievements * continue walking the school and discussing learning * continue the monthly media statements.   our multi-cultural future  1.a. Special Needs – meeting expectations | **1. Working with staff:**   * ensure class placements and timetable for next year are in hand * check balance of management units is going to fit next year’s allocation * continue recruiting staff as required – use the internet even more than normal. * ensure January ToD planned in detail, confirm holiday arrangements for school security, access etc. * start “introduction to the year” sessions with team leaders for next year (see January).   **2. Effective communication about school progress:**   * ensure the planning is done for and participate fully in all end-of-school year staff and community functions * thank you/Christmas cards/message to relievers and colleagues.   **3. Data and achievement information:**   * collect and analyse any end-of-year reports and evaluations of class, departmental, school-wide programmes against goals set at beginning of year * complete all aspects of the school variance report that are not dependent on NCEA results.   **4. Systems effectiveness:**   * continue to work through application of next year’s goals and budget * collect and check essential school records, e.g.final spending for the year * final pre-Christmas check with Payroll on next year’s payroll requirements. * end-of-year systems: collect teaching resources, check classroom equipment, computers, registers, keys * delete unnecessary files from computer/server, or save to disk. * monitor enrolment scheme waiting list and offer places where available.   Try to finish this year’s work before 23 December. |

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*This calendar has been adapted from the* [*www.educationlleaders.govt.nz*](http://www.educationlleaders.govt.nz) *Managing Your Schools copy*